

VISIT...

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Tutor Teaching Tips

Repeated Reading • N-4

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Dinosaurs* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 100 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

How are dinosaurs different from other reptiles? (stood off the ground, faster and more active)

How do we know about dinosaurs? (fossils)

How do scientists group dinosaurs? (shape and diet)

If time permits, repeat the steps above using part 2 of the passage, *Dinosaurs*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face up (number-side down) on the table. Have the child draw a card, read the word, and tell you whether the word is a noun, verb, or adjective. Have the child check the answer on the back of the card. If the child is correct, he/she can move the number of spaces on the game board indicated on the card. If the child is incorrect, he/she cannot move and should put the card at the bottom of the stack. It's now your turn. Repeat the game as time permits.

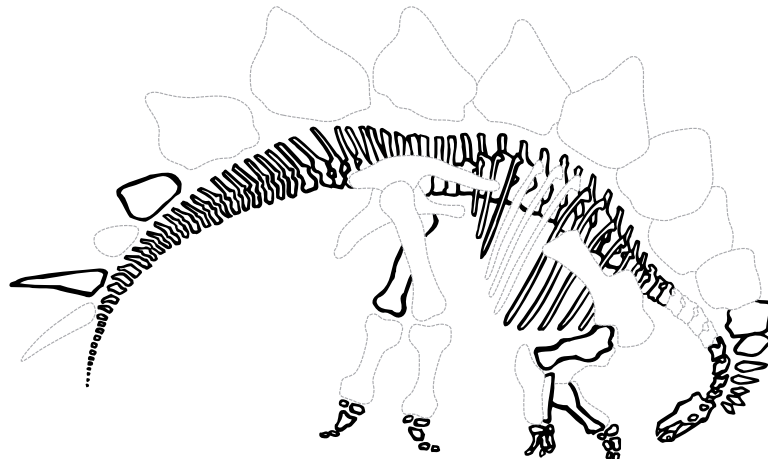
Part 1

Dinosaurs were a special kind of reptile that no longer	10
exists. Dinosaurs stood up off the ground, while other	19
reptiles crawled. Many scientists believe that dinosaurs	26
were faster and more active than other reptiles.	34

Everything we know about dinosaurs and their world	42
comes from fossils. Fossils are very rare. But scientists	51
have found fossil dinosaur footprints, eggs, and even the	60
things that were in the dinosaurs' stomachs. These things	69
tell scientists how dinosaurs lived, ate, and died.	77

Scientists name dinosaurs based on how they were	85
shaped and what they ate. Different kinds of dinosaurs	94
came and went, but the groups stayed about the same.	104

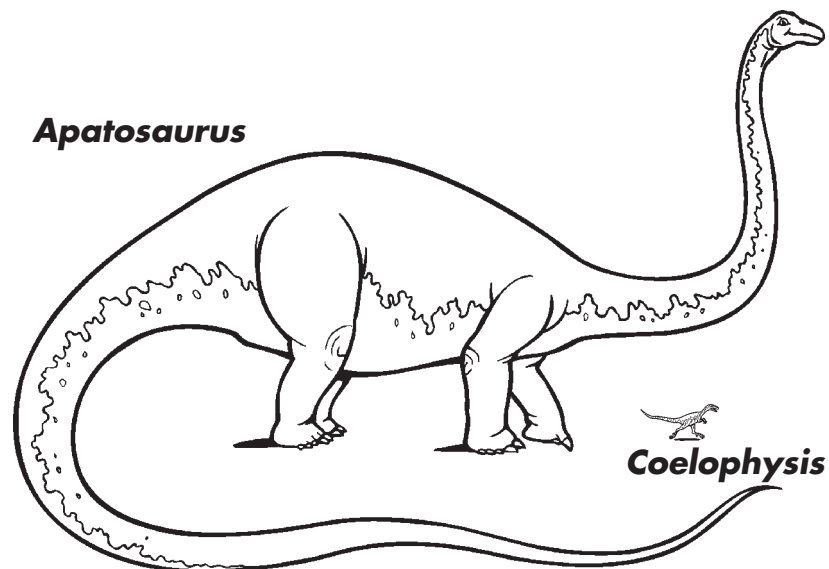
Stegosaurus skeleton



Part 2

Theropods are the terrifying, meat-eating dinosaurs of our 9
 nightmares. Theropods ran on two legs, and they had 18
 heavy heads and jaws. Most theropods had giant hooked 27
 claws on their feet to catch and kill prey. Although they 38
 were fierce, fossils show that theropods may have lived in 48
 family groups and gently cared for their young. 56

Sauropods were the largest creatures ever to walk on 65
 land. They had bulky bodies, legs like tree trunks, and 75
 long, slender necks and tails. Ultrasaurus may have been 84
 as tall as a five-story building. If Seismosaurus stood on a 96
 baseball field, it could touch home plate with its head and 107
 second base with its tail. 112

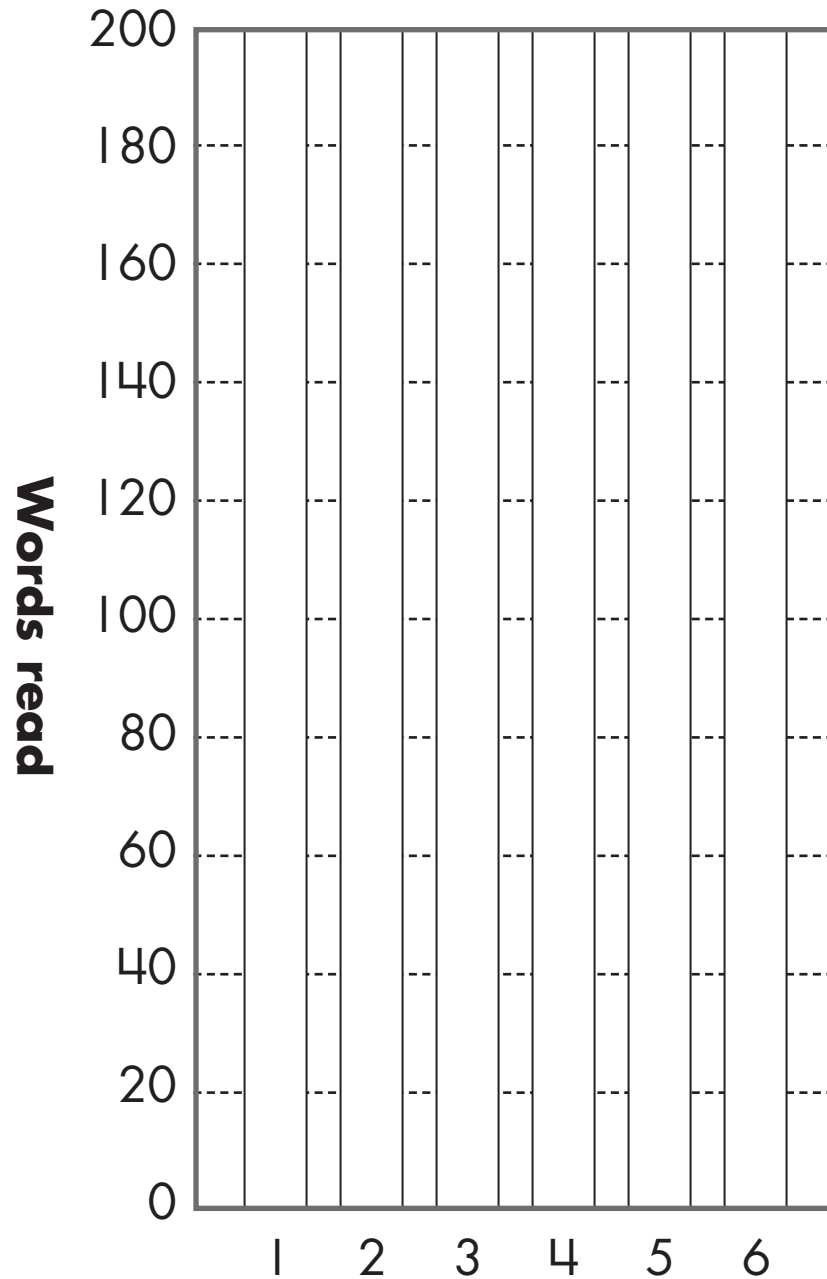


Fluency

Repeated Reading Bar Graph

Lesson N-4

Name _____ Date _____



Number of errors:

_____	_____	_____	_____	_____	_____
1	2	3	4	5	6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson N-4

dinosaurs

special

reptile

exists

stood

crawled

many

scientists

faster

were

know

fossils

rare

lived

different

stayed

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson N-4

verb

2

noun

1

adjective

2

noun

2

noun

2

adjective

3

verb

1

verb

2

noun

2

verb

2

verb

4

adjective

3

verb

2

adjective

3

verb

1

adjective

2

